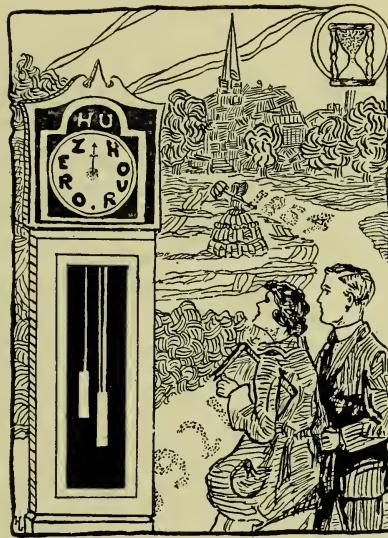


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MAY 21 1921

# The Zero Hour



Bulletin of Hamline University  
April, nineteen twenty-one



THE FACULTY  
Five members of the present active faculty are missing and two non-faculty friends are included

## The Zero Hour

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The present freshman class will graduate just seventy years after the Territorial Legislature of Minnesota granted a charter to the Hamline University, "to be situate on the Mississippi River, at some point between St. Paul and Lake Pepin." 1921 finds the Twentieth Century coming of age, and Hamline University taking a fresh start on another life cycle. **It is the Zero Hour**—the third in Hamline history. When the trustees decided that Hamline is to send down new roots right where we are, in close contact with the needs and opportunities of modern urban life, encompassed by, but not altogether of, that life,—the third Zero Hour arrived. Another era was born. The Women's Dormitory and the Athletic Field mark the beginning of an expansion which is planned for the next decade to enlist the sympathy and energies of the All-Hamline team: trustees, faculty, alumni and students; and also to requisition help from the civic pride of St. Paul, the educational interest of Minnesota Methodism, and the passionate loyalty of lovers of the freedom of the spirit everywhere.

The plan of building will not be for breadth alone, or breadth largely; but for depth and height. Hamline must serve the deepest purposes of democratic, God-conscious education, and must build on this foundation a tower of vision that will look out upon all the problems of modern life and **overlook** none of them. Such an edifice is the purposeful ambition of Hamline at this, the third Zero Hour.

# Hamline Scholarships

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Attention is called to the following prizes and scholarships available at Hamline University this year.

## FOR FRESHMEN:

**I. Competitive Scholarship Prizes.** Three prizes worth two hundred dollars each will be offered to three high school seniors in the state. Ten other prizes worth one hundred dollars each will be awarded, one in each of the ten Congressional districts of Minnesota. Winners of the three state prizes will not be considered in awarding the ten district prizes. Any high school senior residing in Minnesota may enter the competition by submitting the following data:

1. A transcript of his high school record, including a statement from his superintendent that he is a graduate or in line for graduation this year.
2. A letter in his own handwriting, and of original composition, in which he states the reasons why he desires the consideration of the contest committee. This letter will be an important consideration in the committee's selection.
3. Not less than three letters of recommendation from prominent citizens of the community in which the applicant lives. If Hamline Alumni are available their recommendation should be sought.

All communications relative to these prizes should be sent to Dr. J. D. Hicks, Chairman Freshman Scholarship Committee, Hamline University, St. Paul, Minn. Papers must be sent in before June 1 in order to be considered.

**II. Additional High School Scholarships.** Honorary Scholarships of from fifty to one hundred dollars each are offered to the first ranking student among the young men and also among the young women in each graduating class of an accredited four-year high school, subject to the following conditions:

1. The award will not be made until the end of the first semester.

2. In case the work of a student holding one of these scholarships shall average "A" the award will be \$100; in case the average is "B" the award will be \$75; in case the average is "C" the award will be \$50. If the average is below "C" no award will be made.

3. These scholarships will not be awarded to winners of the competitive scholarship prizes.

**III. Alumni Scholarships.** Five scholarships worth \$100 each are made available by the alumni of Hamline University to promising graduates of the high schools of Minnesota or near-by states. For further information about these scholarships, and about the many other funds available for the assistance of worthy students, write to President S. F. Kerfoot, Hamline University, St. Paul, Minn.

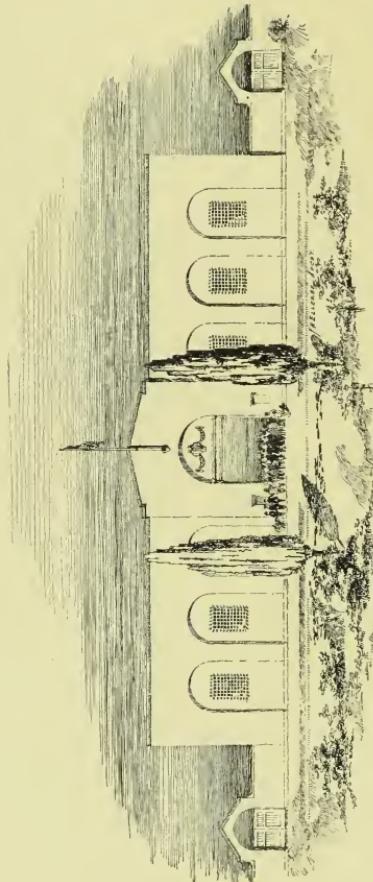
#### **SCHOLARSHIPS FOR STUDENTS OTHER THAN FRESHMEN:**

**I. Sophomore Scholarships.** Four scholarships worth one hundred dollars each will be awarded at the end of the freshman year, two to the highest ranking men, and two to the highest ranking women, in the class.

**II. Junior Scholarships.** Four one hundred dollar scholarships will also be awarded to students who have completed the work of the sophomore year with especial distinction. Two of these scholarships will be awarded to men, and two to women. The basis of selection will be (1) scholarship, and (2) value to the college community. In making these awards the work of the freshman year will not be considered.

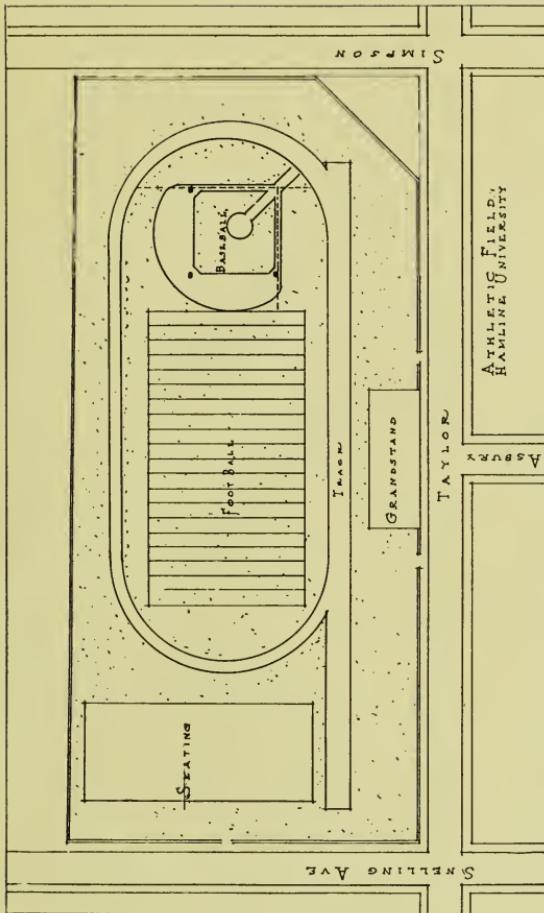
**III. Senior Scholarship.** A prize of \$150 is offered to that member of the junior class whose grand average in grades for the three years of college work is highest.

**Note:** All scholarships will be paid in so far as possible by credit on tuition. When a scholarship exceeds the total tuition charges for a year the excess will be paid in cash, one-half at the beginning of each semester.



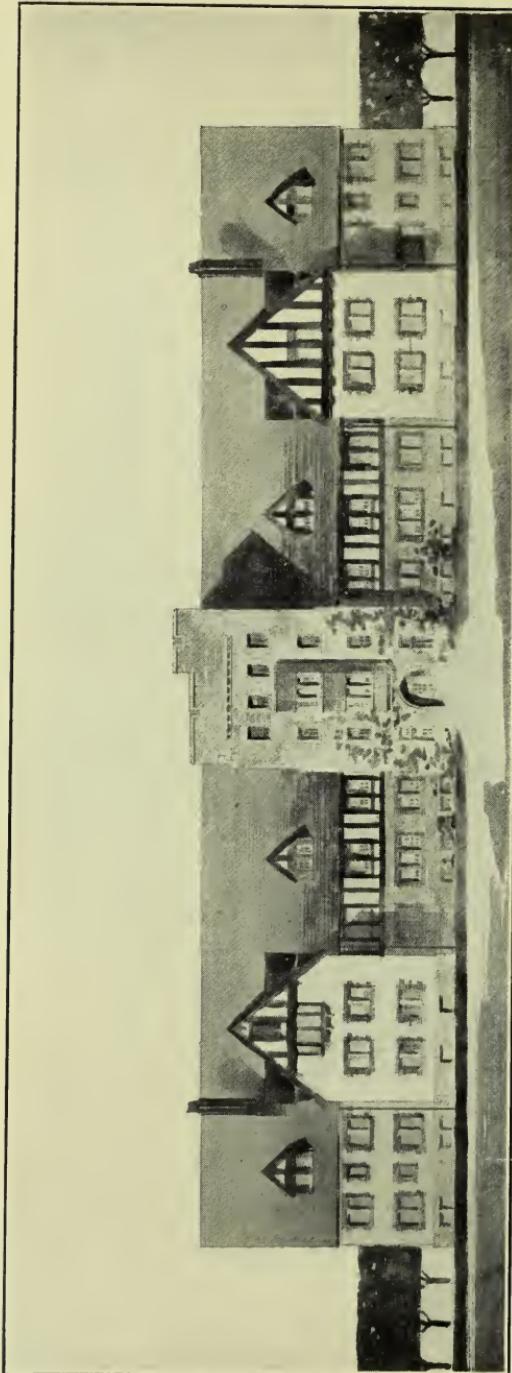
\*ELAND STAND\* FOR \*HAWLINE\* UNIVERSITY.  
\*GANT FAVL\*

Solid concrete structure with roomy grades, a seating capacity of 1,800, and interior locker rooms, storage rooms, and hand-ball courts



#### ARCHITECT'S PLAN FOR NEW NORTON FIELD

Two blocks between Snelling and Simpson, on Taylor avenue. A tract 660 ft. long by 330 ft. wide will be surrounded by a concrete wall and laid out in the manner indicated above. This will be completed for the opening of the foot-ball season.



NEW DORMITORY FOR WOMEN  
A beautiful home in the English manorial style. Ground will be broken on Capitol avenue very soon and the work of building will be pushed to its earliest possible completion.

## Three Open Letters

Dear Mr. and Miss. H. S. Senior:

The next four years will be golden ones for you. What are you going to do with them—start gathering moss and become petrified in the process, or begin rolling stones together to make a good wide foundation for your middle years to build upon?

Some of you, I suspect, are very frivolous and some are very serious. Young people are likely to be very much one thing or the other. Now college has a queer kind of chemical reaction on extremes. It injects a bit of iron into the light-minded and hot-blooded; and just as often puts a little jazz into the young prophets and seers who feel heavily the burden and mystery of the world on their shoulders. Both of these reactions are good. The first is obviously so; a serious purpose and a sharpened tool are needed to open the oyster of the universe. The second is just as good. Society has waited a long time for you and can afford to worry along four years longer until you have a better developed humor.

Meanwhile don't imagine you will just be **preparing** to live; you will be **living** and contributing to the full-rounded life of a lot of other immensely interesting young personalities who are later going to cut considerable ice. If you have force, college will give you an ideal working field. And the life is not thin or meagre; on the contrary, it proves over-abundant unless you restrict your diet.

William James, one of America's wisest men, said that the value of a college education lay in its teaching you "how to know a good man when you see him. This ability is useful not to the girls alone; it is the very epitome of a sound equipment for success. If your mind is so shaped and tempered that you can distinguish the charlatan from the seer, literature from il-literature, the sound policy from the meretricious one, everywhere the fundamental from the superficial,

—you will be **educated**; you will be **fit**. If you cannot do this, you may fit into a certain groove, and gather some moss; but the age of thirty-five will find you petrified in the present, unable to sense the new life of that new day.

Now, of course, dear Mr. and Miss H. S. Senior, you may become educated without the aid of college. Abraham Lincoln did. If you have his stuff in you it will make little difference whether you go to college or not. But even Lincoln felt handicapped at times by the gaps in his reading. College never hurt an incipient Lincoln, while it has helped many a less robust soul to conquer an unfriendly world. Really you will learn some day—may it be in time—that a drab sheepskin has a good deal of bearing on the search for the Golden Fleece. Yes, and the Holy Grail!

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### *A Sophomore Speaks*

No doubt, letters and other messages are dropping down upon you, who are about to enter upon life's open road, to attend this or that college or to enter upon some particular enterprise.

To begin with I want to tell you that I am glad that I am at college and I am here to say that I am proud of it too; more proud than of anything that I have ever done before. There is a pride that one has in himself over the fact that he is getting through college on his own efforts and initiative that far exceeds the effort and sacrifice necessary to accomplish the fact.

It is easier to work and go to college at the same time than to work and do nothing more. This probably seems contrary to all economic laws, to you, but I know that it is true because I have tried both. At the end of my first college year the war was in full swing and with the war came the restless period for the chap who was just under the age. I was with the rest of them. I wanted to get across and become a lieutenant or something. When I received my discharge after three months of doing nothing of importance except letting my officers bluff me, I felt that I never would go to college.

For a while I tried the other game out in the world and I saw what respect men had for me because I had the stamp of having gone to college. People expected big results of me for the reason that I had had one year of college work. Now I am back in college and going all right. I started in last fall on \$200 and I am still here.

There is a crying need today for men who can work with their heads and at the same time keep their heads. College does that for you. Every time a chap hits you, out on the football field, you know that it is up to you to come back a little harder. Every time you are knocked down it is up to you to bounce so high that the knock will serve as a boost.

Whatever you do, don't let the game bluff you just because someone isn't paying your way. Always remember that the thing that comes the hardest stays the best.

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*And Last,* High School Seniors, what do you think of a unanimous *a Junior* election? College is endorsed by everyone who has passed through its four-year course as the training for average young men or women.

If you wished to know about banking you would ask a banker; information about railroad work you would get from a railroad man, and so, to find out whether or not college is worth while, you may safely take the opinion of college people.

Perhaps you say, "Well, college may be all right for some, but why should I go?" College will help you in the most important decision you can make—the choice of a life work. If you have already chosen, it will aid you in preparing.

One great tragedy in American life is that the average person does not choose a life work, but just drifts into it, taking the first thing that looks attractive. Most people drift into their life's vocation before sixteen years of age, without preparation and without an analysis of themselves or their jobs.

It is said that the ideal age for choosing a life work is 22. Until this time one's preparation should be general, so



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that one can specialize later without waste of time. At the age of 16 we reach our greatest adaptability, at 25 our greatest accuracy, and at 40 our greatest mental power. Do not worry if you have not as yet decided what you wish to do in life. College work will enable you to take up any definite line with greater understanding than you would otherwise have.

An old farmer steadily refused to give his boy more education. One day a passing neighbor saw the old man sharpening a scythe preparatory to cutting the grass on the front lawn. "See here, Henry," he said, "hadn't you better cut that grass right away? Isn't it a waste of time to sharpen the scythe?" The keen old man saw the point and the next term his boy went to college.

Are you so anxious to get into life that you would rush in without sharpening your tools—your mental power, thought, ideas, personality. Remember, he cuts the most trees who has the sharpest axe.

We each owe a duty to the world that has cared for us, watched over us, and brought us thus far along the highway of life. That duty is to prepare for the largest possible service to humanity; whether that service is to be rendered through business, agricultural or professional life is a matter of personal choice. We owe it to ourselves and to others to develop every latent power within us. You will be richer in mind and spirit all the rest of your life. You will put something into the bank of your personality that will draw perpetual interest.

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